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**Strengthening Basic Education
EQUIP2, El Salvador
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With:

Research Triangle Institute
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LIST OF ACRONYMS

AED	Academy for Educational Development
AMCHAM	American Chamber of Commerce
CIES	Comparative & International Education Society
COP	Chief of Party (Directora del Proyecto)
COMURES	El Salvador Municipal Corporation
CTO	Cognizant Technical Officer
DIGESTYC	Census and Statistics Department (Dirección General de Estadística y Censos)
EQUIP2	Education Quality Improvement Program 2
ESC	Quality Tracking Team (Equipo de Seguimiento a la Calidad)
EMIS	Education Management Information System
FEPADE	Private Sector Foundation for Educational Development
FLACSO	Latin American Department of Social Sciences (Facultad Latinoamericana de Ciencias Sociales)
IBB	International Book Bank
INSAFORP	Professional Development Institution of El Salvador (Instituto Salvadoreño de Formación Profesional)
M & E	Monitoring and Evaluation (Monitoreo y Evaluación)
MINED	Ministry of Education (Ministerio de Educación)
NEA	National Education Account (Cuenta Nacional de Educación)
NGO	Nongovernmental Organization (Organización no gubernamental)
PEA	Annual Education Project (Proyecto Educativo Anual)
PEI	Institutional Education Project (Proyecto Educativo Institucional)
PMC	Presidential Monitoring Committee (Comisión Presidencial de Monitoreo)
PMP	Performance Monitoring Plan (Plan de Monitoreo)
RTI	Research Triangle Institute
TBN	To Be Nominated
USAID	United States Agency for International Development El Salvador
UCA	University of Central America (Universidad Centroamericana)
UTEC	University of Technology (Universidad Tecnológica)
CIES	Comparative International Education Society

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EQUIP2
STRENGTHENING BASIC EDUCATION PROGRAM
USAID/EL SALVADOR

EXECUTIVE SUMMARY

USAID/El Salvador's Strengthening of Basic Education Program is the compilation of an integrated group of activities that assist El Salvador's Ministry of Education efforts to help achieve the goals of the National Education Plan 2021. The program has two major goals. The first is to support educational policies aimed at increasing the quality and quantity of social investment and improving transparency of the educational sector. The second is to increase and improve basic education opportunities. All program activities seek impact on the national level, but the direct intervention is carried out at 500 schools in five departments, whose beneficiaries have included 500 principals, 3,000 teachers, and 100,000 students. The four year project is scheduled to end in September of 2009.

EQUIP2 directly contributes to the objectives of the National Education Plan 2021. It supports Strategy #2 "Effectiveness of Basic Education" by training competent and motivated teachers and developing student-oriented curriculum. It also supports Strategy #4 "Good Management Practices" by strengthening schools' management, institutional development, community participation, information systems, and monitoring and evaluation.

EQUIP2 contributes to these strategic objectives through a variety of activities. The project is developing language curricula materials for first through sixth grades, as well as introductory teacher training modules on competencies and continuous assessment. EQUIP2 also strengthens school management using the PEI and PEA tools and provides technical assistance to a group of 500 schools. The EQUIP2 project has an alliances component, through which it is advising the MINED on how to strengthen ties with the private sector. The Project is also developing the National Education Accounts system to track investment in education, and connecting the accounts to the MINED information system. EQUIP2 is influencing educational policy through informed dialogues about the sustainability of the Plan 2021 in an effort to advise the Presidential Monitoring Commission for the Plan 2021 during political transition. This advisory role is essential for the improvements to El Salvador's educational system that will take place over the next 16 years.

This report presents a summary of the main activities from January to March, 2009, broken down by component. The final section describes the challenges met throughout the quarter as well as the lessons learned.

PRINCIPAL ACTIVITIES OF THE QUARTER

EQUIP2 held 17 training workshops where more than 4,000 school principals participated as part of the activities for strengthening school management in all 5,200 public schools

The Project continued to offer support to MINED in activities that reinforce the expansion and implementation of the PEI and PEA strategies in every school in the country. Delivery of the *Guide for the Development and Revision of the PEI*, which began last quarter, has continued in an effort to reach all principals nationwide. Between the months of January and February, 17 workshops were held for 4,245 school principals who served as participants, of which, 2,473 were women and 1,772 were men.

The principal trainings were conducted by teams composed of one MINED technical staffer, either from the Office of Institutional Management or the Quality Evaluation Teams, and one EQUIP2 facilitator. By creating teams that included MINED technical staff, continuity of experience was assured.

An evaluation was distributed to the principals following the training, and 96% of the 4,245 participants responded that the team of facilitators had an excellent handle on the fundamental methodology of the guide and used real examples and third person experience, which required a high level of knowledge comprehension. Also, the facilitators involved the participants in the training and provided appropriate learning tools to help participants understand the subject information. The principals noted that the facilitators provided new ideas to combine school planning and community participation. Additionally, 4,099 of the participants responded positively to the guide's simplicity, content structure, and method. They mentioned that it was easy to understand and did not lose its clarity of purpose. The participants commented that the guide detailed community decision making and actions that would ultimately lead to better school management and increased learning. Finally, 97.3% (4,131) of the principals suggested that for the strategy to work, they would have to actively organize and encourage participation from everyone in the education community. As leaders, the principals noted that part of their responsibility would also be to promote teamwork, hold periodic meetings, form study and research groups, and retain positive attitudes.

EQUIP2 designed an expansion strategy for the use of effective school management and effective school administration documents for the entire educational system

EQUIP2 has designed an expansion strategy which will involve every school in the public school system in a training session on the use of effective school management and administration documents, which close to 5,000 principals have already participated in. These additional one-day trainings will be held in the next quarter throughout all 14 departments. Given the magnitude of the training, the facilitation team will include 102 Quality Evaluation Team members from all 14 departments, 20 technical staff members from the central level and 9 EQUIP2 facilitators.

In an effort to strengthen the abilities of MINED technical teams that support effective school management and to create a shared strategy for technical assistance offered to schools, four training workshops were held with the participation of 20 MINED technical staff members and 9 EQUIP2 technical staff members.

EQUIP2 completed the collection of information for the PEI and PEA impact study

The EQUIP2 monitoring and evaluation team has been collecting information to identify the impact that the PEI and PEA strategies have had at the school level. The team performed interviews using a study sample of 166 schools where the strategies were implemented to uncover their effectiveness. The preliminary results confirm that the schools which participated in the program with both the pedagogical FEPADE component and the EQUIP2 component had higher scores on the 2008 national learning test (PAESITA). Moreover, the schools that received technical assistance directly from the EQUIP2 facilitators performed better than those schools that received assistance from the pedagogical component. The results will be recorded in a final document which will also detail activities that most contributed to increased results. Of these activities, 69% were conducted to improve learning and 31% were dedicated to administrative components.

Delivery of books donated by the IBB to teachers in the COMPITE program

As a result of the partnership between AED and the International Book Bank, a second donation of 59,351 books (49,294 in English and 9,614 in Spanish) was distributed to English teachers who were part of the COMPITE program. From January 15th-18th, EQUIP2 and MINED worked together to deliver 12,900 English books to 860 teachers. After this second large book donation, there were a total of 20,000 English books distributed among 1,274 teachers. There will also be a donation of both English and Spanish books to 171 cultural centers to support CONCULTURA.

EQUIP2 began collecting information for the development of the Municipal Education Index

Continuing its support for the Presidential Monitoring Commission for the Plan 2021, the Project has begun development of the Municipal Education Index, which will be an important tool to gauge the efforts of municipalities in achieving objectives of the Plan 2021. With this Municipal Index, the hope is to investigate local government understanding of its responsibilities to promote education (Municipal Code) as well as the conditions necessary for local investment in education projects. This activity will provide access to an index that publicly acknowledges the support of municipal governments in education and identify best practices of municipal governments in the promotion of education, required areas of local investment, and competitive advantages to educational investment.

This municipal index is an EQUIP2 strategy to articulate the different strengths that the Project has developed and will be incorporated into the National Education Accounts. This index will take the form of a simplified and accessible indicators report regarding educational demand and

will allow for the comparing of municipalities across the country. This comparison of municipalities will facilitate decision making that will influence investment in education and strengthen accountability.

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ADVANCES IN ACTIVITIES BY COMPONENT

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
Component 1. Increase the quantity and transparency of investment in the social sector		
A.2. Methodology and institutionalization of the NEA	<p>- The Project is finalizing the corrections of the third document in the Working Paper Series, <i>National Education Accounts: Educational Investment by Private Business, NGO's and International Organizations (2006-2008)</i></p> <p>-The Project is also working on the development of the final NEA report</p>	-The Project will print the document in May
A.4. Support the Presidential Advisory Commission Plan 2021	<p>- The Project has begun development of the index for municipal investment in education.</p> <p>- EQUIP2 has begun the process to support the Commission in determining the scope and methodology of performing a study on the reading comprehension skills of a group of teachers from grades 1-6.</p> <p>-The Presidential Monitoring Commission for Plan 2021 has developed and published the following reports: <i>Institutionalism of School Leadership and the National Education Plan 2021</i> and <i>The Dynamic Demographic and Educational Services According to the National Education Plan 2021</i>. Both reports are possible through inputs that the commission received from the diverse activities developed in partnership with EQUIP2. Both documents have been presented to all political parties.</p>	<p>-The Project will collect information from the index to analyze data and prepare for the final report in June.</p> <p>-The third study for the sustainability and continuity of the National Educational Plan 2021 will be printed in May.</p> <p>-The proposals developed by the Commission, with EQUIP2 inputs, will be presented to the transition team of the new government.</p>

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
A.5. Information Systems for MINED	<p>-EQUIP2 provided technical assistance to MINED by validating the user’s manual and training technical staff from MINED at the central level as well as within the unit in charge of the system.</p>	<p>-The Project has made revisions to the Glossary of Terms for the census, whose printing has been delayed. The printing will take place in the next quarter.</p> <p>-EQUIP2 will develop an access policy for the security of the information system.</p> <p>-The Project will finish the user’s manual and complete installation of all the elements of the Google Earth module.</p>
Component 2: Improve basic opportunities in elementary schools		
B.1.National language strategy based on competencies	<p>-The EQUIP2 education specialist visited the EXCELENCIA project in Nicaragua as part of the strategy to develop multi-grade materials in the country. She attended planning meetings, visited multi-grade schools and shared work experiences on multi-grade classrooms. The specialist worked with experts Oscar Mogollon and Marina Solano.</p> <p>-EQUIP2 established a team of 6 specialists that will produce alternative classroom materials. A workshop was held with these specialists as part of the induction process for the Alternative Classroom strategy. Additionally, a chronogram was produced for the materials that were developed by EQUIP2.</p> <p>- The Project provided technical assistance for the formation of 428 Pedagogical Advisors in using language materials, including materials for Continuous Assessment and Alternative Classrooms. This workshop has been carried out in 14 departments.</p>	<p>-The Project will train FEPADE personnel and facilitators from EQUIP2 in the use of language materials.</p> <p>- EQUIP2 will continue to develop multi-grade materials</p>

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
	<p>-The Project provided technical assistance in the development of pre-school curriculum for multi-grade classrooms and has printed adjustments to be distributed to the schools</p> <p>-At the beginning of February, 90,000 copies of parent competencies were developed by EQUIP2 and published in national papers. It was titled, “You learn and I will Help You.”</p>	
B.2, 3 and 4. Training for teacher trainers; development of modules for teacher training; and plan for the applied research	- This activity has been successfully completed.	
C. Strengthen community participation to improve the quality of education in 500 schools		
C.1. To design the strategy to strengthen the PEI and PEA as a simple and participatory planning and institutional management instrument to reach educational goals in 500 schools.	- EQUIP2 is defining, together with MINED, the strategy for distribution of the PEI and PEA video.	
C.2. Create awareness about the PEI strategy within different groups of actors.	- EQUIP2 trained 20 technical staff members at the central level of MINED on the following documents: <i>Effective School Management</i> and <i>Effective School Administration</i> , so that they could facilitate additional trainings with school principals.	
C.3. Train the facilitators to work on developing the PEI	- During this quarter, the team of facilitators developed school management tools to be used in the process of offering technical assistance to school principals, such as agendas, priority lists, etc.	-The facilitators will write about the successful experiences of schools that have shown the biggest impact.

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
C.4. Create local capacity in MINED follow-up teams	- The Project held an 8 hour workshop which trained 102 Quality Evaluation Teams from 14 departments on the 1 st and 4 th document in the Effective School Management series.	
C.5. Foster local capacity in school community members to strengthen the PEI	<p>- The Project obtained data on the implications of the PEI and the PEA, through a test sample of 166 schools who participated in the program. Of those schools, 69% of actions were directed towards improving quality and 31% were towards administrative aspects.</p> <p>- EQUIP2 held 17 workshops to train 4,245 principals on the subject of PEI and PEA (2,473 women and 1,772 men)</p>	EQUIP2 will continue to offer principal training at the national level on the content within the Effective Management and Effective Administration documents as part of the expansion strategy.
C.6. Strengthen the tools of school management	-The strategy for the Effective School Management series has been designed by the Project, and is directed towards public school principals.	
D. Improving civilian capabilities in 500 schools		
D.1. Conduct regular meetings with the MINED	This activity has been redefined	
D.2. Facilitate meetings with NGOs and other actors to review best practices	EQU2 and USAID have begun coordinating with UNICEF and other organizations to define strategies that support alliances and the concept of social responsibility with the private sector.	The Project will define a work plan among the organizations to promote the RSE which supports education projects.

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
D.3. Identify alliances	<p>- From the 15th to the 28th of January, the project conducted a second delivery of English books for those teachers who were part of the COMPITE program. There were 860 teachers that received the equivalence of 12,900 books.</p> <p>-The Project has developed project profiles so that EQUIP2, together with MINED, can create alliances with private businesses to support schools. Some groups that have already negotiated with MINED are the following: <i>Vacaciones Utiles</i> and <i>Bibliobus</i>, and the project has made contacts with TELEMOVIL and with Burger King.</p> <p>-The Project has met with the various managers within MINED over the management of <i>Proyectos Complementarios y Escuela Saludable</i>, to continue to provide visual health clinics.</p>	<p>-In May, the Project will distribute English books to 980 schools that are part of the COMPITE program. As part of a partnership with CONCULTURA, the delivery of more than 3,500 Spanish books to 171 cultural centers is also scheduled.</p> <p>-EQUIP2 will continue to work with MINED and the private sector for the execution of school projects.</p>
E. Monitoring and Evaluation		
E.1 and 2. Development and implementation of a plan for monitoring and evaluation.	-The Project included its observations from 2008 into the PMP and has produced a final report in English and Spanish.	- The Project is awaiting the information collection plan for the final project and development of the PMP from the present year.
E.3. Develop workshops with the follow-up team of the MINED	-This activity is no longer in the work plan.	
E.4. Collect information	<p>-The results of the PAESITA from grades 3, 6, and 9 have been included in the PEI study. This is being used for the analysis of data and to incorporate them into the final report for the end of April.</p> <p>-The Project has developed independent analysis from the PAESITA results of grades 3, 6, and 9.</p>	-The Project will finish analyzing the results of PEI implementation and its impact on learning.

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
F. Administrative Process		
F.1 Establish the office and procedures	-No activities to report.	
F.2 Hire local personnel	-No activities to report	

LESSONS LEARNED

Does not apply this quarter

CHALLENGES ENCOUNTERED AND PROPOSED SOLUTIONS

In March, the political elections were held in El Salvador and the winning presidential candidate was from the opposing party of the current administration. The results of the election will have a significant effect in June, as the MINED technical and managerial teams have to take additional work time to prepare for the change in administration. For this reason, some of the products the Project had planned to deliver earlier in the year have been reprogrammed for a later date, as is the case with the National Education Accounts.

INTERNATIONAL TECHNICAL ASSISTANCE

CURRENT QUARTER

Area of Technical Assistance	Specialist	Dates
Monitoring and evaluation of Project	Ana Flórez	February 16-20, 2009
Technical assistance over the Integrated Information System for MINED	Sergio Somerville	February 22-28, 2009
Finalizing the impact study of the PEI and development of base line for 100 schools for 2009	Ray Chesterfield	March 2-7 2009

PROPOSAL FOR NEXT QUARTER

Area of Technical Assistance	Specialist	Dates
Assistance for verification and edition of materials for the Alternative Classroom	Marina Solano	May to September
Development of the access and security policy for the Integrated Information System for MINED	Warren Besore	April 2009

FOLLOW-UP VISITS AND GEOGRAPHIC INFORMATION SYSTEM

No.	Code	Municipality	Name of School
1	64119	Santa Catarina Masahuat	CENTRO ESCOLAR CASERIO DOS PUERTAS CANTON CUYUAPA ARRIBA
2	64087	Santa Catarina Masahuat	CASERIO SANTA ROSA CANTON EL MATAZANO
3	64084	Santa Catarina Masahuat	CENTRO ESCOLAR CASERIO EL TEMPISQUE CANTON CUYUAPA ARRIBA
4	64043	Izalco	CENTRO ESCOLAR CASERIO LA CHACARITA CANTON LAS LAJAS
5	10622	Izalco	CENTRO ESCOLAR CANTON LAS LAJAS
6	64028	Cuisnahuat	CENTRO ESCOLAR CANTON SAN LUCAS
7	64023	Cuisnahuat	CENTRO ESCOLAR QUEBRADA SECA CANTON COQUIAMA CUISNAHUAT
8	10589	Caluco	CENTRO ESCOLAR CANTON EL ZAPOTE
No.	Code	Municipality	Name of School
1	60170	Villa Victoria	CENTRO ESCOLAR CASERIO LA CAÑADA CANTÓN AZACUALPA
2	12206	San Isidro	CENTRO ESCOLAR CANTON LOS JOBOS
3	12210	San Isidro	CENTRO ESCOLAR CENTRO AMERICA
4	12145	Ilobasco	CENTRO ESCOLAR CASERIO CONCEPCION CANTÓN LA QUESERA
5	12294	Ciudad Victoria	C.E. ALBERTO MENJÍVAR RODRÍGUEZ
6	60257	Villa Dolores	CENTRO ESCOLAR CASERIO LA PALANCA CANTÓN NIQUERESQUE
7	12209	San Isidro	CENTRO ESCOLAR DE SAN ISIDRO
8	76021	Ilobasco	CENTRO ESCOLAR CASERIO HELEN CANTÓN SITIO VIEJO
9	76008	Ilobasco	CENTRO ESCOLAR CANTÓN EL MESTIZO
10	12182	Ilobasco	CENTRO ESCOLAR CASERIO BUENOS AIRES CANTÓN POTRERO
11	12149	Ilobasco	CENTRO ESCOLAR CASERIO NUEVO PORVENIR CANTÓN LOS HOYOS
12	12148	Ilobasco	CENTRO ESCOLAR CASERIO EL ZACAMIL
13	76027	San Isidro	CENTRO ESCOLAR CASERIO MINAS EL DORADO
14	12207	San Isidro	CENTRO ESCOLAR CANTÓN SAN FRANCISCO EL DORADO

15	86428	Tejutepeque	CENTRO ESCOLAR CASERÍO BUENOSAIRE CANTÓN LA CONCEPCION
16	76046	Tejutepeque	CENTRO ESCOLAR CASERÍO AZACUALPITA CANTÓN EL ZAPOTE
17	12278	Tejutepeque	CENTRO ESCOLAR DOCTOR IRENEO CHACON
18	12273	Tejutepeque	CENTRO ESCOLAR CANTÓN LA CONCEPCIÓN
19	60213	Villa Victoria	CENTRO ESCOLAR CASERÍO EL ZOPE CANTÓN AZACUALPA
20	12133	Guacotecti	C.E. CASERIO SAN FIDEL C/BAÑADERO
21	60167	Ilobasco	CENTRO ESCOLAR CASERIO LAS VISTAS CATON LOS HOYOS
22	88158	Ilobasco	CENTRO ESCOLAR JUAN PABLO II
23	76048	Tejutepeque	CENTRO ESCOLAR CANTÓN SAN FRANCISCO ECHEVERRIA
No.	Code	Municipality	Name of School
1	11811		CENTRO ESCOLAR COLONIA FATIMA
2	11860		CENTRO ESCOLAR CANTON EL LIMON
3	11816	El Carmen	CENTRO ESCOLAR ANGELINA ANGEL PANAMEÑO
4	72084	El Rosario	CENTRO ESCOLAR CANTON EL CALVARIO
5	72023	Oratorio de Concepción	CENTRO ESCOLAR CANTON PALACIOS
6	60235	Oratorio de Concepción	CENTRO ESCOLAR COMUNIDAD SAN FRANCISCO CANTON TACANAGUA
7	11868	San Pedro Perulapán	CENTRO ESCOLAR FELIPE HUEZO CORDOVA
8	11858	San Pedro Perulapán	CENTRO ESCOLAR CANTON TECOLUCO ABAJO
9	11851	San Pedro Perulapán	CENTRO ESCOLAR COLONIA SANTA ISABEL
10	11848	San Pedro Perulapán	CENTRO ESCOLAR CANTON EL RODEO
11	72083	Tenancingo	CENTRO ESCOLAR CANTON SANTA ANITA
12	72081	Tenancingo	CENTRO ESCOLAR CASERIO HACIENDA NUEVA CANTON HUIZILTEPEQUE
13	11915	Tenancingo	CANTON ROSARIO TABLON
14	11914	Tenancingo	CENTRO ESCOLAR JOSE MARIO HENRIQUEZ
15	11810		CENTRO ESCOLAR WALTER THILO DEININGER
16	11861	San Pedro Perulapán	CENTRO ESCOLAR CANTON SAN AGUSTIN
17	72027	San Cristobal	CENTRO ESCOLAR CANTON SAN ANTONIO
18	11836	San Cristobal	CENTRO ESCOLAR CANTON SANTA ANITA
19	11869	San Pedro Perulapán	COMPLEJO EDUCATIVO GENERAL FRANCISCO MENENDEZ
No.	Code	Municipality	Name of School
1	12446	San Vicente	CENTRO ESCOLAR CASERIO EL PLAYON CANTON SAN RAMON GRIFAL

2	12371		CENTRO ESCOLAR MARIA LUISA VIUDA DE MARIN
3	12378		CENTRO ESCOLAR DOMINGO SANTOS
4	12447	San Vicente	CENTRO ESCOLAR ROMILIA BLANCO VIUDA DE BRIOSO
5	78083	Tecoluca	CENTRO ESCOLAR CASERIO LOS NARANJOS
6	78075	Tecoluca	CENTRO ESCOLAR CASERIO LA SABANA
7	78074	Tecoluca	CENTRO ESCOLAR CASERIO EL PORVENIR
8	78068	Tecoluca	CENTRO ESCOLAR CASERIO SAN JOSE CANTON ANTON FLORES
9	78066	Tecoluca	CENTRO ESCOLAR CANTON LLANOS DE ACHICHILCO
10	78064	Tecoluca	CENTRO ESCOLAR CANTON SANTA GERTRUDIS DEPARTAMENTO DE SAN VICENTE
11	78060	Tecoluca	CENTRO ESCOLAR HACIENDA MIRAMAR
12	78070	San Vicente	CENTRO ESCOLAR CASERIO EL DELIRIO
13	12440	Tecoluca	CENTRO ESCOLAR CASERIO LA CRUZADILLA CANTON VAQUERANO
14	12331	San Cayetano Istepeque	COMPLEJO EDUCATIVO JUSTO AGUILAR
15	12416		C.E. CONCEPCIÓN DE MARÍA
16	78071		C.E. SAN CRISTOBAL
17	12444		CENTRO ESCOLAR CANTON SAN JOSE LLANO GRANDE
18	12441	San Vicente	CENTRO ESCOLAR CASERIO TEHUACAN CANTON EL ARCO
19	78067	Tecoluca	CENTRO ESCOLAR CASERIO EL COYOLAR CANTON SAN FRANCISCO CHAMOCO
20	78065	Tecoluca	CENTRO ESCOLAR CASERIO CRISTOREY CANTON SAN FRANCISCO CHAMOCO
21	12409	San Vicente	CENTRO ESCOLAR CASERIO EL JUNQUILLAL CANTON CHANMOCO
22	12414	San Vicente	CENTRO ESCOLAR HACIENDA SAN JUAN BUENAVISTA CANTON EL REBELDE
23	60030	Tecoluca	CENTRO ESCOLAR CASERIO SAN DIEGO UNO
24	12435	Tecoluca	CENTRO ESCOLAR CANTON EL CARAO
25	12452	San Vicente	CENTRO ESCOLAR CANTON EL PUENTE
No.	Code	Municipality	Name of School
1	84073	Jocoro	CENTRO ESCOLAR CASERIO EL ACHIOTE CANTON LOS LAURELES
2	13218	Jocoro	CENTRO ESCOLAR GENERAL FRANCISCO MORAZAN
3	13216	Jocoro	CENTRO ESCOLAR CANTON FLAMENCO
4	13211	Jocoro	CENTRO ESCOLAR CASERIO LOS ROMERO CANTON LAS MARIAS
5	13210	Jocoro	CENTRO ESCOLAR CANTON LAGUNETAS
6	13208	Jocoro	CENTRO ESCOLAR DOCTOR RICARDO TRIGUEROS DE LEON

7	86525	San Carlos	CENTRO ESCOLAR CASERIO LOS VASQUEZ
8	13246	San Carlos	CENTRO ESCOLAR ASENTAMIENTO SANTA BARBARA CANTON SAN MARCOS
9	60298	San Francisco Gotera	CENTRO ESCOLAR CASERIO LOS BENITEZ
10	13266	San Francisco Gotera	CENTRO ESCOLAR CANTON EL TRIUNFO
11	13263	San Francisco Gotera	CENTRO ESCOLAR CANTON CACAHUATALEJO
12	13261	San Francisco Gotera	CENTRO ESCOLAR CANTON EL NORTE
13	13260	San Francisco Gotera	CENTRO ESCOLAR ASENTAMIENTO SAN JOSE
14	13259	San Francisco Gotera	CASERIO LOS ROMEROS CANTON EL TRIUNFO
15	84107	Yamabal	CENTRO ESCOLAR CASERIO LOS CIMIENTOS
16	13303	Yamabal	CENTRO ESCOLAR PEDRO PABLO CASTILLO
17	13166	Chilanga	CENTRO ESCOLAR EL PEDERNAL DE CHILANGA
18	86521	Chilanga	CENTRO ESCOLAR CASERIO LOS MARTINEZ DEL CANTON PEDERNAL JURISDICCION DE CHILANGA
19	86361	Chilanga	CENTRO ESCOLAR CASERIO LOS CRUCES CANTON PIEDRA PARADA
20	84036	Chilanga	CENTRO ESCOLAR CASERIO LOS FERRUFINO
21	13253	Chilanga	CENTRO ESCOLAR ASENTAMIENTO EL CAMPO
No.	Code	Municipality	Name of School
1	86020	Anamoros	CASERIO RIO ARRIBA CANTON CEDROS ANAMOROS
2	86019	Anamoros	CENTRO ESCOLAR CASERIO LOS RIOS CANTON CEDROS
3	86015	Anamoros	CENTRO ESCOLAR CASERIO EL ALTO CANTON HUERTAS VIEJAS
4	86014	Anamoros	CENTRO ESCOLAR CASERIO EL SALITRE CANTON HUERTAS VIEJAS
5	86012	Anamoros	CENTRO ESCOLAR CASERIO LOS ZAVALA CANTON CORDONCILLO
6	86006	Anamoros	CENTRO ESCOLAR CASERIO EL ALTO CANTON CEDROS
7	86005	Anamoros	CENTRO ESCOLAR CASERIO LOS BENITEZ CANTON AGUA BLANCA

8	86004	Anamoros	CENTRO ESCOLAR CASERIO LA MONTAÑITA CANTON AGUA BLANCA
9	86003	Anamoros	CENTRO ESCOLAR CASERIO EL CARAGUITO CANTON AGUA BLANCA
10	13332	Anamoros	CENTRO ESCOLAR CANTON TULIMA
11	86043	El Sauce	CENTRO ESCOLAR CASERIO LA CANTARERA
12	60246	El Sauce	CENTRO ESCOLAR CANTON EL RINCON
13	13397	El Sauce	CENTRO ESCOLAR CASERIO LA JOYA
14	13396	El Sauce	CENTRO ESCOLAR JOSE FRANCISCOBARRUNDIA
15	13393	El Sauce	CENTRO ESCOLAR CANTON CANAIRE
16	86118	San José	CENTRO ESCOLAR CANTON EL CHAGUITILLO
17	13322	Anamoros	CENTRO ESCOLAR LUCILA DE SORTO DE ANAMOROS
18	13592	Yucuaiquín	CENTRO ESCOLAR CANTON LA CAÑADA
19	86122	San José	CENTRO ESCOLAR CANTON LA JOYA, San José
20	86134	Yucuaiquín	CENTRO ESCOLAR CANTON SAN LUCAS
21	13585	Yucuaiquín	CENTRO ESCOLAR CANTON LAS CRUCES
22	13580	Yayantique	CENTRO ESCOLAR DE YAYANTIQUÉ
23	13583	Yayantique	CENTRO ESCOLAR CANTON EL PASTOR
24	13579	Yayantique	CENTRO ESCOLAR CANTON LA JOYA
25	13343	Bolivar	COMPLEJO EDUCATIVO DE BOLIVAR
26	86120	Yucuaiquín	CENTRO ESCOLAR CASERIO LA CHACRA CANTON EL SOMBRERITO
27	13584	Yucuaiquín	CENTRO ESCOLAR CANTON LLANO GRANDE
28	13593	Yucuaiquín	CENTRO ESCOLAR CANTON LOS HATILLOS
29	13339	Bolivar	CENTRO ESCOLAR CASERIO LOS MAJANITOS CANTON GUADALUPE

SUCCESS STORY

Management Arrives to the Classroom

As part of the Strengthening Language of Basic Education Program, financed by USAID, 500 public schools are learning how to improve management skills through the development of the PEI and PEA school management tools.

The purpose of these tools is to orient schools around “best practices” in school management and to encourage all actors in the education system to work together to create a shared plan and vision for the future of the school which will lead to enhanced opportunities for students to achieve academic success.

After evaluating the impact of the PEI and PEA on schools that participated in the program, the Ministry of Education decided to expand the strategy to the national level, providing the *Guide for the Development and Revision of the PEI and PEA*, as well as the training workshops for the guide, to all 5,213 principals in the public school system.

Presentations on PEI and PEA use, as well as the corresponding guide, have generated great interest

among principals, who believe that the method is practical, understandable, and allows participants to

follow a step by step process of creating strategic and operational plans. The tools are also receiving accolades for their incorporation of participation from various



actors within the educational community through reflection and analysis that will improve education quality.

After having participated in the technical delivery of the Guide, Gladis de López, principal of the España Elementary School, located in metropolitan San Salvador, returned to her community motivated to begin development of her school’s PEI and PEA. Gladis organized a committee made up of students, teachers and school board members, who began meeting every morning before class.

Through these morning meetings, the team identified that on the 2008 achievement tests (SINEA), there was a decrease in the scores of female students as compared to the 2005 test results. The team reflected on this situation and drafted the following ideas on how to improve test scores: promotion of reading, preparation of lecture guides for each grade, circulation of newsletters that display student work, development of a support directory for teachers, language workshops and the design of instruments for continuous evaluation.

Gladis mentioned, “As a result of our commitment to both this committee and improved school management, we are hopeful that students will receive a higher caliber of education.”

